

Manchester College  
Education Department/Lesson Plan Format  
Lesson By: Stacey Morgan

**Lesson:** Boys Will Be Boys...Right? **Approx. length:** 45 minutes  
**Age or Grade Intended:** English 9 Students

**Academic (IN State) Standards:**

9.1.1 Identify and use the literal and figurative meanings of words and understand the origins of words.

9.3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy.

9.3.3 Analyze interactions between characters in a literary text and explain the way those interactions affect the plot.

**Performance Objectives:**

Students will work in groups to discuss how a specific character's name reflects his personality with 100% accuracy based on evidence from the play and dictionary.

After hearing an excerpt from *The Office of Christian Parents: Shewing How Children Are To Be Governed Throughout All Ages and Times of Their Life*, students will discuss nature vs. nurture in a Socratic discussion with 100% participation.

They only have to discuss?

excellent

**Assessment:**

During the discussion, I will mark the names of the students who participate and award them 5 participation points. I will also ask to see the preceding journal entry to ensure that the students have at least thought about the topic even if they choose not to verbally participate in the discussion. During group work, I will walk around the class to monitor student work. They will present their group's findings to the class, and I will assess their work by their understanding of what the name represents and if they give specific examples and page numbers from the text that explain why the name fits the character. This information will be recorded in a graphic organizer. I will also be looking for a creative name that the students came up with to rename the character for an updated version of the play.

**Advanced Preparation by Teacher:**

Develop name organizer and make copies. Preselect student groups that work well with each other. Make sure there are enough dictionaries in the class for each group. Familiarize myself with the archaic spellings in the excerpt about raising boys in order to read the excerpt aloud to the class.

## Procedure:

**Introduction:** While I am taking attendance, have students write a journal entry: “There has been a lot of discussion about the nature vs. nurture question. Are we the way we are because of fate and genetics? Or, are we the way we are because of how we were raised and because of our experiences? In the end, are we still responsible for our actions?” (M.I.: Intrapersonal)

*excellent* During this unit, we have been looking at the choices that the characters have been making. Last class, we looked at the wedding customs and how Juliet chose to ignore a lot of the common traditions and practices and make her own decisions about who she should marry. Today, we are going to look at the events that led up to Romeo’s banishment in the first scene of Act III. Have you heard the expression “boys will be boys?” What does that mean? (Bloom: Comprehension) What does that imply about boys? (Bloom: Comprehension) Is that a fair description of boys? (Bloom: Evaluation) Well, Tybalt and Mercutio got themselves into trouble during this act didn’t they? We’re going to try to figure out why in a minute, but before we continue let’s review your study guides to make sure everyone knows what happened in Act III.

### Step-by-step:

1. Have students take out study guides and vocabulary grids.
  2. Have student volunteers go through the answers to the study guide. Add more information when necessary.
  3. Ask if anyone has any new examples to add to our vocabulary grids.
  4. Have students put away study guides and grids.
  5. Ask students to turn to page 989 in their text books.
  6. Explain: Names are often used to suggest something about a character’s personality and temperament. Today, you are going to work in groups to answer questions 1-5 and then present your findings to the class as a group. *good*
  7. Hand out name organizer.
  8. Break the class into groups with 2-4 members depending on the class size.
  9. Using their name organizers, group 1 will answer question 1 about Mercutio’s connection to mercury (both the element and the Roman god), group 2 will answer question 2 about Benvolio’s connection to the word benevolent, group 3 will answer question 3 about Tybalt’s connection to the cat, and group 4 will answer question 4 about Paris’ connection to Paris the Trojan Prince in the *Iliad* who steals Helen’s heart away from her husband. (Bloom: Analysis) If a class requires more than four groups, double up on questions. They will probably come up with different examples for the same question. For the classes that will not have enough students to make four groups, let each group choose which one they would like to do making sure there are no repeats.
  10. Have all groups complete question 5 where they are asked to think of a new name to describe the characters for an updated version of the play. (Bloom: Synthesis)
  11. Make sure each group has access to a dictionary.
  12. Have the groups present their findings and fill in information presented by the other groups in their organizers.
  13. Have students return to their assigned seats.
- very clear*

14. Read them the excerpt from the chapter “Ordering of Sonnes from Fourteene Yeare Old and Upward” from *The Office of Christian Parents: Shewing How Children Are To Be Governed throughout All Ages and Time of Their Life (1616)*. (M.I. Verbal/Linguistic)
15. Explain that this excerpt was published the year that Shakespeare died, so it represents the mindset of the people concerning the parents’ duty to raise their children during Shakespeare’s time.
16. Ask students:

- What do you think the author was trying to communicate about boys who were around Romeo’s age? (Bloom: Comprehension) (A: They love to fight, and take every opportunity they can to fight and are often unnecessarily killed. They should be raised to be more tolerant of others and not as quickly angered.)
- What was the parents’ duty to teach their sons? (Bloom: Knowledge) (A: To know when to fight and when to let it go)
- Do you think the parents of either family have taught this lesson to their sons? (Bloom: Analysis)
- Which character appears to be the only one raised as the article suggests is best? (Bloom: Comprehension) (A: Benvolio)
- Do you agree with the author’s conclusion that parents should teach their sons to fight only when they need to defend themselves from harm? Is this braver than fighting at every chance they have? (Bloom: Evaluation)
- Do you think the author’s advice is still applicable today? Why or why not? (Bloom: Evaluation)

Excellent questions!

17. Explain: now we are going to have a discussion based on your journal entries, the actions and decisions of the characters in the play, and the excerpt that I just read to you. In this discussion, we are going to try to determine if people’s personalities and actions are determined more by fate and their genetics—meaning they can’t be changed or altered, they are just the way they are, or if people’s actions and personalities are determined more by how they are raised and what kind of experiences they have had to go through.

18. Explain the rules of a Socratic discussion:

- Only one person speaks at a time.
- You do not need to raise your hand, but you must wait your turn.
- You do not need to agree with everything said, but you must respond respectfully.
- Talk to each other, not to me.
- Everyone should participate.

wonderful

19. Lead discussion: (M.I. Verbal/Linguistic)

- First, what is meant by nature? Examples? (Bloom: Comprehension) (A: It is predetermined by your genes; you can’t change it.)
- Does everyone agree? (Bloom: Evaluation)
- What is meant by nurture? Examples? (Bloom: Comprehension) (A: your upbringing and experiences)
- Does everyone agree? (Bloom: Evaluation)

- How much impact do our experiences and the way we are raised contribute to our personality and actions? (Bloom: Analysis)
- How much of our personality is predetermined? How is it determined? (Bloom: Analysis)
- According to the article we read, Tybalt and Mercutio's parents should have taught them that fighting is not an acceptable or desirable action in most circumstances. Do you think their pre-determined personalities or their upbringing caused them to fight and why? (Bloom: Analysis)
- Which one has more weight in determining our personality and actions— Nature or Nurture? (Bloom: Evaluation)
- How responsible are we for our actions? (Bloom: Evaluation)

**Closure:** Thank you for the discussion. Today we examined some of the reasons why people are who they are and why they do the things they do. Keep everything we've talked about in mind as we continue to try to decide if Romeo and Juliet really are star-crossed and destined to die, or if the decisions that they and others have made along the way cause their deaths instead. For tomorrow, I want you to continue to read and finish Act IV. Please fill out the study guide as well because we will start tomorrow's class by reviewing it. Have a good day!

**Adaptations/Enrichment:**

The journal entry will be beneficial to students with emotional disorders because they can act as an outlet that allows them to put their thoughts and feelings on paper.

I made a graphic organizer to help them organize their thoughts. It has explicit directions and categories in order to keep their frustration levels low.

Working in groups should help keep frustration levels low for a student with an emotional or behavioral disorder because the work load is shared among three other people. They also can communicate their ideas in a smaller, less intimidating setting instead of in front of the entire class.

✓  
great

I will carefully select the group for the student with an emotional or behavioral disorder to help the student feel comfortable and to help manage his/her frustration levels.

**Self Reflection:**

- Was there enough time to complete all of the activities?
- What went well? What didn't?
- Was the name activity interesting or was it too much like character analysis?
- Did the groups work well together?
- Did the students stay on task?
- How did the Socratic discussion go?
- Did students like the format of the discussion?

“What’s in a name? That which we call a rose  
By any other word would smell as sweet.”

Contrary to Juliet’s analysis, names were very important to Shakespeare. He carefully chose names to describe the characters that they represent. As a group, answer your assigned question on page 989. Fill in the appropriate boxes with information from the dictionary and the text. Make specific connections to your assigned character’s name and his personality. Be sure to write down the page references to your examples.

<b>Character’s Name</b>	<b>Significance of the Name: Why did Shakespeare choose it?</b>	<b>Examples from the text that connect the character to his name</b>	<b>Page References</b>
<b>Mercutio</b>			
<b>Benvolio</b>			
<b>Tybalt</b>			
<b>Paris</b>			

Excerpt from the chapter "Ordering of Sonnes from Fourteene  
 Yeare Old and Upward" from *The Office of Christian Parents:  
 Shewing How Children Are To Be Governed throughout All  
 Ages and Times of Their Life* printed in 1616

178 Begin reading here *Ordering of sonnes*

Parents ought  
 to teach their  
 sons to auoide  
 quarrelling and  
 fighting.

A vile disease,  
 men giuen ouer  
 to anger and  
 reuenge.

Ze ira libz.

At this place I could afford to make an ende of  
 the first part of the Christian parents office, which  
 is the necessary and wise education of children till  
 marriage: but that one thing commeth to my  
 minde, which I haue singled out, because I see  
 much mischeife commeth thereupon: which is a  
 kinde of childish brauerie, whereupon many doe  
 stand in this our age, and so vpward: and these be  
 the words of our young bloods; *I will offer no man  
 wrong or disgrace, but if any be offered to me I will not  
 put it up: I will not take wrong at any mans hand.* This  
 they take to be the honour and reputation of a  
 man, and namely of a gentleman, that the least  
 touch or word, which seemeth to carrie any dis-  
 grace, they be readie to stab, or to challenge into  
 the field. And if through anger one chance to  
 say, thou liest; or touch his cheeke with the backe  
 of his hand; this is taken in such scorne, that there  
 is no way of pacification or reconciliation, but by  
 the sacrifice of death, either one or both must die,  
 or at the least they hazard their liues in a wicked  
 combate. So little is the price of a mans life in our  
 daies, and so great is the pride and wrath of vaine  
 and foolish men; so that many a braue gentleman  
 is cast away without cause and vnnecessarily. *Vul-  
 gus animos amiratur, &c.* The common people (saith  
*Seneca*) admire couragious gentlemen, and they  
 that are bold are honoured, but quiet men are  
 counted cowards. This is so perhaps at the first  
 sight, yet when an equall life doth make them dis-  
 cerne and beleene, that it is not the cowardlinesse  
 of

stop -  
 reading  
 here  
 Continue on the  
 back

Gentlemen are  
to doe like the  
men renowned  
for valour.

subiect to every slaue? To whom I answer; he is a  
slaue which is inthralled into his owne anger; but  
gentlemen are called, *gens d'armes*, men that beare  
armes; and therefore let them read the historie of  
*Iulius Caesar* in his Commentaries, and they shall  
finde, that he beeing a man of armes, and very va-  
liant, would not alway fight when he was prouo-  
ked, no though his souldiers called him coward,  
but when it might be most safe for him and his ar-  
my, and most honourable in the issue: so if our  
gentlemen would consider when they ought to  
fight, what indeed belongeth to their honour, and  
what a lamentable issue cometh of such rash,  
venturous, and beastly fighting, there would not  
be one of fīue hundred to mourne for the casting  
away of their sonne, or of their friend. I remem-  
ber I haue heard it reported among wise men, that  
in the Court in *Queene Elizabeths* time, of blessed  
memory, there was a sober staied gentleman a  
Courtier, who went in and out as his place requi-  
red with his sword by his side, but he medled with  
no man, and gaue no occasion of brawle: on a  
time a couple of lustie bloods would needs trie if  
he were not a coward, and set vpon him with their  
swords drawn; when he saw there was no remedy,  
he drew vpon them, shewed the valour of a quiet  
man, driving them both before him like a couple  
of sheepe: so if Parents would instruct their chil-  
dren to quiet meeknes, and to abstaine from quar-  
rels, and quarrelling company; and vnderhand  
arme them with skill & courage to defend them-  
selues,

Johnson, Darrin. Parenting 101. 2007 Folger Shakespeare  
Library. 13 Nov. 2008.

<<http://www.folger.edu/documents/parenting2new1.pdf>>

*Romeo and Juliet* Study Guide

Act IV

Mrs. Morgan

**Act IV**

**Scene 1**

57. According to Paris, why does Lord Capulet want Paris and Juliet to be married right away?

58. What is the Friar's solution to Juliet's problem?

59. When is Juliet supposed to drink the Friar's potion?

60. What is Romeo's part in the Friar's plan? How will he know of it?

**Scene 2**

61. How has Juliet's father disrupted Juliet's and the Friar's plans? (Bloom: Comprehension)  
What do you foresee happening because of this?

**Scene 3**

62. What are some of Juliet's fears about drinking the potion?

## Scene 5

63. What does the Friar mean when he says, "Yet nature's tears are reason's merriment"?

64. How does the Friar explain Juliet's supposed death in line 94?

*Romeo and Juliet* Study Guide

Act IV

Mrs. Morgan

**Act IV**

**Scene 1**

57. According to Paris, why does Lord Capulet want Paris and Juliet to be married right away? (Bloom: Knowledge)

A: He doesn't think it is good for Juliet to cry so much. He wants Juliet to be married to make her happy again.

58. What is the Friar's solution to Juliet's problem? (Bloom: Comprehension)

A: He gave her a poison to drink that will make her seem like she is dead for 42 hours.

59. When is Juliet supposed to drink the Friar's potion? (Bloom: Knowledge)

A: Wednesday night.

60. What is Romeo's part in the Friar's plan? How will he know of it? (Bloom: Comprehension)

A: The Friar will send a letter to Mantua to inform him of the plot, and Romeo will be there when she wakes up to take her with him back to Mantua.

**Scene 2**

61. How has Juliet's father disrupted Juliet's and the Friar's plans? (Bloom: Comprehension)  
What do you foresee happening because of this? (Bloom: Synthesis)

A: He changed the wedding to Wednesday instead of Thursday. Juliet will have to drink the potion earlier and Romeo may not get the Friar's message to be there in time.

**Scene 3**

62. What are some of Juliet's fears about drinking the potion? (Bloom: Knowledge)

A: She is worried that it may be poison that the Friar gave her to cover up her first marriage. She is also afraid of waking up in the vault with all the bones of her ancestors. She is afraid she might suffocate from the lack of pure air, or she thinks the ghost of Tybalt might kill her because of Romeo's hand in his death.

#### **Scene 4**

#### **Scene 5**

63. What does the Friar mean when he says, "Yet nature's tears are reason's merriment"?

(Bloom: Comprehension)

A: He means that heaven is the best place that Juliet could be. Her parents wanted her to move up in the world, and now she has literally moved up as far as she can go—to heaven.

64. How does the Friar explain Juliet's supposed death in line 94? (Bloom: Comprehension)

A: He explains it by blaming the families. He says that the heavens took Juliet away because of "some ill" the family committed. Page 1004